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ABSTRACT

The purpose of the project was to continue with the development, analysis, revision, and dissemination of curriculum materials for use by home economics teachers with educable mentally handicapped students which had been initiated during an earlier phase. The developed materials were field tested with students enrolled in home economics classes where the specific concept was being covered. The materials were used with all enrolled students. The materials were also field tested with 28 teachers. The instructional materials were revised based on data analysis and suggestions of the teachers. Inservice programs and workshops were conducted to aid teachers in the development and utilization of materials. The evaluation instrument is appended. (Author/VA)

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FINAL REPORT

DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR USE BY HOME ECONOMICS TEACHERS WITH EMR STUDENTS

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University of Wisconsin - Stevens Point
June, 1975

(VT 102 071)

CE005291

PROJECT NO. 5 - 4118/H106

1968 Amendments to the Vocational Education Act
Bureau for Career and Manpower Development
Wisconsin Department of Public Instruction
126 Langdon Street, Madison, Wisconsin 53702

INTRODUCTION

Several studies have been completed which have identified the needs and the purposes of an instructional program for educable mentally retarded students. One of the areas which has been identified to help these students is home economics, particularly in developing responsibility as family members, in managing of money, and in the development of homemaking skills. One study conducted in North Carolina identified some of the instructional materials used in teaching home economics students. Many of the teachers had adapted these materials to fit the needs of their students but felt the lack of sufficient instructional materials suitable for the concepts covered. Few teachers had time to develop additional materials for the one or two educable mentally retarded students enrolled in their home economics classes. Teachers stressed the need for simplified materials, visual aids, and ideas for working with educable mentally retarded students.

After the Wisconsin Legislature passed Chapter 89 in August of 1973, a proposal was submitted by Horn to the Bureau for Manpower and Career Development, Wisconsin Department of Public Instruction for funds. This proposal was concerned with meeting the needs of home economcs teachers who either already had or would have educable mentally retarded students mainstreamed into their classes. It included plans for the development of an annotated bibliography, the development and field testing of instructional materials, and the publication and distribution of these to home economics teachers.

PROJECT OBJECTIVES

The purpose of this phase of the project was to continue with the development, analysis, revision, and dissemination of curriculum materials for use by home economics teachers with educable mentally retarded students. The following objectives were identified:

1. To continue the development of instructional materials which will help the home economics teacher in working with EMR students either in a special class or enrolled in the regular home economics classes.

2. To field test the materials with home economics teachers who have EMR students in either situation.

3. To conduct in-service programs and to plan a summer workshop for interested teachers in the development and utilization of materials.

FIELD TESTING OF MATERIALS

The materials developed were field tested with students enrolled in home economics classes where the specific concept was being covered. The materials were used with all students enrolled, with particular attention to the mainstreamed students. The number of educable mentally retarded students in these classes varied from one to sixteen.

There were 12 junior high school home economics teachers, 12 senior high school home economics teachers, and 4 home economics teachers who taught special education students in separate classes. The sizes of schools varied from a small, rural low income to a large metropolitan system. Included also in the study were two schools with only special education students.

The participants completed rating scales (Appendix B) and made suggestions for change. In the schools where the materials were being tested to complete a graduate program requirement, an item analysis was

completed and a mean gain determined.

SUMMARY OF PROJECT

Objective 1:

Instructional materials developed by workshop participants during the summer of 1974 were selected for refinement. Criteria utilized during this process were: (1) to fill a gap in commerically available materials, (2) creativity of materials, (3) variety of teaching strategies utilized, (4) reading level, (5) concept level, (6) student interest, (7) suitability for duplicating, and (8) time required to refine, field test, and revise materials.

In addition to those materials from the workshop participants, materials developed by other graduate students and project personnel were utilized. The materials which were field tested are as follows:

1. What is a Family?
2. Toy Trapsing Game
3. Manners
4. Grooming
5. Checking Account
6. Laundry and Clothing Care
7. Natural and Man-made Fibers
8. Pattern Bulletin Board
9. Clothing Construction Score Card
10. Tools to Help You Sew
11. Using a Tape Measure
12. Use of the Range
13. Kitchen Safety Game
14. Jelly Making
15. Nutrients

Objective 2:

The materials developed were field tested with 28 teachers. Letters giving directions were sent with each of the four mailings during the year. (Appendix A) Included with the student materials were rating scales and other evaluation forms. (Appendix B) The teachers were asked to respond to specific items as to whether they would strongly agree, agree, had no opinion, disagree, or strongly disagree.

The data indicate that the majority found the materials very well developed for use with their students. Suggestions for changes have been incorporated into the revised materials. A number of teachers gave additional ideas for ways in which the materials could be ultilized. Some illustrations were revised to make them more receptive to coeducational classes.

The following ten tables summarize the responses obtained from the rating scales:

Table 1

Responses to Item 1: THE VOCABULARY IN THIS GROUP IS SATISFACTORY FOR THE EMR STUDENT.

Instructional Materials	Summary of Responses*				
	SA	A	N	D	SD
1. Use of the Range	2	11		2	
2. Laundry and Clothing Care	2	6	1	5	
3. Jelly Making	4	7			1
4. Tools to Help You Sew	6	6			1
5. Using a Tape Measure	5	8	1		
6. Use of the Pattern Envelope	5	6			1
7. Clothing Construction Aids	4	4			1
8. Toy Trapsing Game	2	5			
9. Manners	2	3	1		
10. Grooming	1	3			
11. Nutrients	2	5		4	1
12. Your Checking Account	5	6	1		

* Key:

SA Strongly Agree
A Agree
N No opinion
D Disagree
SD Strongly Disagree

Table 2

Responses to Item 2: THE SENTENCE STRUCTURE IN THIS GROUP IS SATISFACTORY FOR THE EMR STUDENT.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	2	10		2	
2. Laundry and Clothing Care	4	8	1		
3. Jelly Making	4	7		2	
4. Tools to Help You Sew	6	7			1
5. Using a Tape Measure	1	12	1		
6. Use of the Pattern Envelope	5	6	1		1
7. Clothing Construction Aids	4				
8. Toy Trapsing Game	2	5			
9. Manners	1	4	1		
10. Grooming	1	3			
11. Nutrients	3	7	1	1	
12. Your Checking Account	5	6	1		

Table 3

Responses to Item 3: THE DIRECTIONS FOR EACH SEGMENT OF THIS GROUPING ARE CLEARLY WRITTEN AND EASY TO FOLLOW.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	4	9		1	
2. Laundry and Clothing Care	4	9			
3. Jelly Making	6	6	1		
4. Tools to Help You Sew	3	9			
5. Using a Tape Measure	3	9	1	1	
6. Use of the Pattern Envelope	2	9		2	
7. Clothing Construction Aids	5	3		1	
8. Toy Trapsing Game	3	4			
9. Manners	1	5			
10. Grooming		4			
11. Nutrients	4	8			
12. Your Checking Account	4	8			

Table 4

Responses to Item 4: THE APPEARANCE OF THE MATERIALS IS NEAT, WITH ILLUSTRATIONS APPEALING TO STUDENTS.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	6	7		2	
2. Laundry and Clothing Care	9	4			
3. Jelly Making	7	5		1	
4. Tools to Help You Sew	8	4		1	
5. Using a Tape Measure	4	9	1		
6. Use of the Pattern Envelope	2	9		2	
7. Clothing Construction Aids	5	4			
8. Toy Trapsing Game	4	3			
9. Manners	2	3		1	
10. Grooming		4			
11. Nutrients	5	6	2		
12. Your Checking Account	6	6	1		

Table 5

Responses to Item 5: STUDENTS OF DIFFERING LEVELS OF ABILITY FOUND THIS MATERIAL INTERESTING AND INFORMATIVE.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	2	7	5		
2. Laundry and Clothing Care	3	7	4		
3. Jelly Making	2	3	5		
4. Tools to Help You Sew	1	5	5		
5. Using a Tape Measure	1	5	4		
6. Use of the Pattern Envelope	2	3	3		
7. Clothing Construction Aids	1	3	1		
8. Toy Trapsing Game	1	1	2	1	
9. Manners		2	2		
10. Grooming	1	2	1		
11. Nutrients	1	4	3		
12. Your Checking Account	2	3	4		

Table 6

Responses to Item 6: THE STUDENTS LIKE THIS GROUP OF MATERIALS AND GAINED FROM THE USE OF THEM.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	4	5	4		
2. Laundry and Clothing Care	4	4	4		
3. Jelly Making	2	3	4		
4. Tools to Help You Sew	1	6	4		
5. Using a Tape Measure	1	4	3		
6. Use of the Pattern Envelope	2	3	2		
7. Clothing Construction Aids	1	2	2		
8. Toy Trapsing Game	2	1	2		
9. Manners	1	1	2		
10. Grooming		3	1		
11. Nutrients	1	2	5		
12. Your Checking Account	1	3	4		

Table 7

Responses to Item 7: THE MATERIALS WERE EFFECTIVE IN COVERING THE CONCEPTS

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	5	8	1	1	
2. Laundry and Clothing Care	5	6	1	1	
3. Jelly Making	4	4	1		
4. Tools to Help You Sew	5	7			
5. Using a Tape Measure	1	10			
6. Use of the Pattern Envelope	4	5		1	
7. Clothing Construction Aids	4	4			
8. Toy Trapsing Game	2	3			
9. Manners	1	3			
10. Grooming	1	3			
11. Nutrients	5	5	1		
12. Your Checking Account	1	8	1		

Table 8

Responses to Item 2: INSTRUCTIONS GIVEN IN THE TEACHER SECTION SIMPLIFIED PREPARATION AND USE OF MATERIALS.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	6	9			
2. Laundry and Clothing Care	5	8			
3. Jelly Making	4	6	1		
4. Tools to Help You Sew	6	5		1	
5. Using a Tape Measure	3	8			
6. Use of the Pattern Envelope	4	7			
7. Clothing Construction Aids	2	2	2		
8. Toy Trapsing Game	3	3			
9. Manners	2	1	1		
10. Grooming	1	3			
11. Nutrients	3	8			
12. Your Checking Account	3	7			

Table 9

Responses to Item 9: HAVING THE MATERIALS IN THIS GROUPING TO USE SAVED ME PREPARATION TIME.

Instructional Materials	Summary of Responses SA	A	N	D	SD
1. Use of the Range	7	4	3		
2. Laundry and Clothing Care	6	3	3		
3. Jelly Making	3	3	2		
4. Tools to Help You Sew	7	3	2		
5. Using a Tape Measure	4	6	1		
6. Use of the Pattern Envelope	6	2	1		
7. Clothing Construction Aids	3	4	1		
8. Toy Trapsing Game	2	3			
9. Manners	2		2		
10. Grooming	2	1	1		
11. Nutrients	6	2	1		
12. Your Checking Account	3	4	3		

Table 10

Responses to Item 10: I WILL USE ALL OR PART OF THE MATERIALS AGAIN TO TEACH THIS CONCEPT.

Instructional Materi.	Summary of Responses SA	A	N	D	SD
1. Use of the Range	7	7	1		
2. Laundry and Clothing Care	6	5	1		
3. Jelly Making	3	2	3		
4. Tools to Help You Sew	5	4	2		
5. Using a Tape Measure	3	6	2		
6. Use of the Pattern Envelope	3	6			
7. Clothing Construction Aids	2	3	1		
8. Toy Trapsing Game	2	4			
9. Manners	2	1	1		
10. Grooming	3	1			
11. Nutrients	6	2	1		
12. Your Checking Account	4	4	2		

SUGGESTIONS FROM THE GENERAL RATING FORM

Toy Trapsing Game

Upon analyzing the comments received in addition to the rating scale, the use of word games in building vocabulary was strongly emphasized. The Toy Trapsing game board was enlarged by some to be similar in size to commercial games. Recommendations for use indicated that the game could be used at the end of a child development unit for eighth graders or as an introduction to the appropriate section of a senior high course in child development.

Manners

It was apparent that the students enjoyed making and using the puppets. Teachers appreciated suggestions for extra skits and recommended that EMR students be provided help if they were to develop skits by themselves.

Grooming

These materials were felt to have kept student interest as the teacher progressed through the lesson. Suggestions for supportive media were appreciated. Most suggestions reflected the need for illustrations to meet the interests of coeducational classes.

Checking Account

The crossword puzzle was found to be somewhat confusing. More space for students to practice some of the steps was suggested, thus providing less information on a given page. Several suggested they would recommend these materials at senior high as the units taught at junior high did not cover this concept.

Laundry and Clothing Care

Suggestions included revising some of the illustrations and to supplement the lessons with laboratory experiences. Several terms were found to be

difficult with junior high school students so alternatives were suggested. The wide variety of strategies were found to be particularly helpful and provided ideas for other units being taught.

Tools to Help You Sew

Students of various abilities were able to use the materials independently. Additional ideas for the Teacher's Section included specific texts or references, types of stitches for applying designs to the placemats, samples for the students to examine, and a lesson on the use of the iron.

Using a Tape Measure

It was felt by several teachers that these materials were excellent, and that the metric concept could be a good addition. Some teachers added the use of a yard stick for transfer of learnings. Since fractions were found to be difficult for EMR students to understand, it was suggested that the mathematics teacher also be involved when this concept was covered.

Use of Pattern Envelope

These materials were found to be very effective as independent study lessons. The readings were of good length and very helpful in covering the concepts. Suggestions were made for changing the drawing of the pattern envelope. Suggested ideas to add for the Teacher Section were to add a lesson on finding figure sizes and type, notions, and co-ed measurements. It was also recommended that teachers need to provide a large group of sample pattern envelopes.

Clothing Construction Score Card

It was recommended that the teacher section include a suggestion that as each construction step is completed that this be evaluated to provide reinforcement or incentive. Students could be asked at the end, "What tasks did you do well?" and "What tasks could you do better next time?".

Use of the Range

It was suggested that the classroom teacher demonstrate and explain each step as the students progress through that sequence, as well as to follow up with a comparison of ranges at school with those at home. Teachers in classrooms with both gas and electric ranges developed a study sheet to illustrate both. Materials were adapted for all classes with the action tests and home activities being very helpful.

Jelly Making

Since not all teachers cover jelly making, these materials were developed as an idea of a way in which new recipes and techniques could be presented. The materials were found to be challenging to the entire class. Those teachers who included a demonstration found the materials more effective than those who did not. Some suggested a word game for EMR students in place of the quiz.

Nutrients

Several suggestions for vocabulary changes for EMR students were given. Materials were found to be excellent; however, some teachers questioned developing nutrition concepts beyond the level of the use of the Basic Food Groups. Those who tried the materials at the seventh grade level found them to be difficult and suggested the addition of audio-tapes for non-readers. Since nutrients are covered to this depth usually with ninth grade classes or above, the Teacher Section needs to clearly identify that these materials are for this level and not the beginning.

What Is A Family

Since these materials utilized another type of media, a specific rating scale was developed. The results are summarized in Table 11.

Table 11

Summary of Responses to WHAT IS A FAMILY

Item	SA	A	N	D	SD
1. Instructions given in the teacher section were easy to follow.	6	6			
2. The incomplete sentences were effective in promoting student thinking.	3	6		1	
3. The students responded positively to the posters.	3	4	3		
4. The illustrations were well drawn to simplify use of materials.	7	5			
5. The scramble game was a worthwhile exercise.	2	7		11	
6. Vocabulary in the scramble game was appropriate.	1	7		1	
7. I will use this set of material again.	2	7	2		

It was suggested that a record illustrating love or a family theme is played as an introduction. Other suggestions included cartoons showing families, bulletin boards illustrating family hobbies, etc., and in-complete sentences adapted to fit the age group. Most difficulty was found with the word scramble game.

Pattern Bulletin Board

Table 12 summarizes the responses received from the rating form developed for these materials.

Table 12

Summary of Responses: Pattern Bulletin Board

Item	Summary of Responses SA	A	N	D	SD
1. Instructions given in the teacher section simplified preparation and use of this bulletin board.	5	6	2		
2. The illustration to be used in developing this bulletin board is clear.	6	6			
3. The students found this bulletin board helpful during pattern layout, cutting, and marking.	2	1	2		
4. I will use this bulletin board again as a visual aid during the unit on pattern layout, cutting, and marking.	3	3	3		

Suggestions included the use of actual guide sheets and other realia, colored illustrations, and a list of supplies and equipment needed. Conclusion by several indicated that this was a great idea.

Natural and Man-Made Fibers

The analysis of these materials is being completed by Joette Kuiken who developed them as a part of the research requirement for the graduate program.

Kitchen Safety Game

This material was developed and analyzed by Kathleen Obenhoffer as part of her graduate research. They are included with the published materials as a means of sharing them with others.

In summary, the majority of the teachers commented on the usefulness of the materials and the need for this type of help. Additional suggestions were given for ways in which the materials could be used, other materials needed, ways in which the materials could be adapted to fit the interests and abilities

of different learners, and other vocabulary terms or directions to use.

Objective 3:

The workshops were conducted during the 1974 Summer Session; one on University of Wisconsin - Stevens Point campus, the other in Milwaukee. Included were presentations by project consultants and personnel. Class discussion was concerned with Chapter 89 and its implications for home economics teachers, characteristics of EMR students, types of meaningful instructional materials, and ways in which principles of teaching reading could be applied. Each of the 47 participants developed materials based upon concepts discussed and the usability for their own classes. Some of these were subsequently selected for further development or refinement, and then field tested.

Two in-service sessions were conducted in Port Washington at the request of the curriculum director for that CESA district. Another will be conducted in the Green Bay area during June. Materials collected and developed by project personnel are utilized for these sessions. In addition, undergraduate and graduate students have used the resources this past academic year.

RECOMMENDATIONS

Based upon the data received and analyzed in this project, the following recommendations are being made:

1. Many more similar types of instructional materials for other home economics concepts could be developed.
2. Annotated bibliographies of available materials in all areas of home economics would be appreciated by classroom teachers. Therefore, vocational monies could be made available to some of the Home Economics Education Departments in the University of Wisconsin System for this purpose.

3. More released time without matching funds is needed for university personnel to conduct a project of this scope. A number of requests for in-service meetings and other types of instructional materials could not be handled in addition to an already full teaching load.

APPENDIX A

university of wisconsin/stevens point • stevens point, wisconsin 54481

September 20, 1974

Dear Classroom Teacher:

This past summer you indicated a willingness to participate in the field testing of home economics materials for use with EMR students. We welcome your help and will be sending copies of materials to you as they become ready.

We have recently prepared the enclosed materials utilizing ideas from many of you. We still have not received the typewriter we will use for the final product. If you would be able to field test any of these, please indicate the number of copies needed for your students on the postcard, and we will send the quantity requested upon receipt of card. If you do not plan to cover these concepts in class this semester, we still encourage your professional opinion, and ask you to react individually by filling out and returning the evaluation forms.

Please respond as soon as possible so that we can proceed with the analysis phase of the project. Your contribution is greatly appreciated. Instructional materials are only useful insofar as they contribute to student learning. You and your students provide essential input for us in determining the value of developed materials and making any necessary revisions before final printing.

Thank you for your help.

Sincerely,

Fern M. Horn
and

Anita O. Barsness,
Project Directors

School of Home Economics • (715)346-2830
Accredited by the American Home Economics Association

APPENDIX A

university of wisconsin/stevens point • stevens point, wisconsin 54481

February, 1975

Dear Teacher,

We are happy to be sending you this fourth and final mailing of EMR materials. Available time prevents us from printing and distributing quantity orders for you to field test. We are asking instead, that you examine these materials and send us reactions and suggestions for revisions that you feel would be necessary. If you are able to reproduce copies in your school to use with students, we would be most interested in the results.

This mailing includes materials in the food and nutrition area. We have developed self-instructional materials focusing on specific nutrients. Presently we are compiling new listings of available food and nutrition related materials, which will be described in our revised bibliography. This revision is an extensive effort, as numerous sources are presently being reviewed, with publication and distribution also scheduled for this spring.

As you can see, we will be busy during the next few months. Dates to begin revision of materials have been established, so that final printing can proceed on schedule. As revisions will be based on your evaluation, we need your response submitted before the dates indicated. Please react to all materials you have received, even if just with an indication of how worthwhile you feel each set would be. If you have received sets to field test, you will of course have more complete input, as indicated on attached sheet.

We again thank you for your effort in behalf of our project. Your contribution assists us in developing useful materials to share with other teachers to help them meet the needs of EMR students enrolled in their classes.

Sincerely,

Fern M. Horn
and

Anita O. Barsness,
Project Directors

School of Home Economics • (715)346-2830
Accredited by the American Home Economics Association

APPENDIX A

This is a record of quantity materials we have supplied you with in order to insure that our published EMR materials will have appropriate revisions based on your field testing efforts. Please be sure that your evaluation forms (and additional comments) are sent in time to arrive by the indicated due date.

Mailing No.	Name	Quantity Received	Evaluation Returned	Evaluation Due
I.	A. Use of the Range			March 3
	B. Laundry and Clothing Care			
	C. Jelly Making			
II.	D. Tools to Help You Sew			March 12
	E. Using a Tape Measure			
	F. Use of the Pattern Envelope			
	G. Pattern Bulletin Board			
	H. Clothing Construction			
	I. What is a Family?			
	J. Toy Trapsing Game			
III.	K. Manners			March 21
	L. Grooming			
	M. Fibers and Fabrics			
IV.	N. Nutrients			April 11
	O. Your Checking Account			

APPENDIX B

TEACHER EVALUATION

Name_____School_____

Number of years teaching EMR students in:
_____separate class _____mainstreamed

Age of group of students material field tested with_____

Ability of students field tested with (Circle one or more as applies)
EMR REGULAR OTHER (SPECIFY)_____

_____ I was unable to field test these materials with students, but I have reviewed them.

DIRECTIONS: Read each statement below, then circle the letter at the left of the response which best describes how you feel.
Responses are:

SA Strongly Agree
A Agree
N No opinion
D Disagree
SD Strongly Disagree

SA A N D SD 1. The vocabulary in this group is satisfactory for the EMR student.

SA A N D SD 2. The sentence structure in this grouping is satisfactory for the EMR student.

SA A N D SD 3. The directions for each segment of this grouping are clearly written and easy to follow.

SA A N D SD 4. The appearance of the materials is neat, with illustrations appealing to students.

SA A N D SD 5. Students of differing levels of ability found this material interesting and informative.

SA A N D SD 6. The students like this group of materials and gained from the use of them.

SA A N D SD 7. The materials were effective in covering the concepts.

SA A N D SD 8. Instructions given in the teacher section simplified preparation and use of materials.

SA A N D SD 9. Having the materials in this grouping to use saved me preparation time.

SA A N D SD 10. I will use all or part of the materials again to teach this concept.

APPENDIX B

Title of Materials: Tools to Help You Sew

This is to be completed in addition to the general rating scale form. Please respond to as many of the following statements as you wish.

1. Indicate any words and/or sentences that were/would be too difficult for the EMR student.

2. General suggestions for improving or changing the materials in the packet.

3. Suggestions for improving or changing specific materials located in teacher's section.

   A. Study sheets for each lesson:

   B. Picture Puzzle:

   C. Hidden Word Puzzle:

   D. Word Scramble:

   E. Crossword Puzzle: "Know Your Sewing Tools":

4. Suggestions for improving or changing student section (were there any instructions that were not specific enough for students to proceed without asking for additional clarification?).

5. How did/would you use these materials.

6. Have you any suggestions for additional materials that would have added to the value of this packet?

APPENDIX B

Title of Materials: Use of the Range

This is to be completed in addition to the general rating scale form. Please respond to as many of the following statements as you wish.

1. Indicate the vocabulary words which were too difficult for the EMR student (s).

2. Suggestions for improving or changing the materials in this packet.

3. Suggestions for improving or changing specific activities:

   A. Kinds of Ranges:

   B. Class Activity:

   C. Crossword Puzzle:

   D. Word Scrabble:

   E. Action Test: Use of the Top of the Range:

   F. Action Test: Use of the Oven:

4. Suggestions for use of these materials.

5. Are there any materials, not included in "Use of the Range", that you feel would have added value to this grouping?

APPENDIX B

Title of Materials: Laundry and Clothing Care

This is to be completed in addition to the general rating scale form.

Please respond to as many of the following statements as you wish.

1. Indicate any vocabulary words which were tood difficult for the EMR student (s).

2. Suggestions for improving or changing the materials in this packet.

3. Suggestions for improving or changing specific activities:

   A. Picture Puzzle:

   B. Sorting Laundry:

   C. What am I For?:

   D. Round-About Laundry Puzzle:

   E. Stain Hunt:

   F. Dry Cleaning Word Game:

   G. An Everyday Soap Opera:

4. How did/would you use these materials.

5. Are there any additional materials that would have added to the usefulness of this grouping. (for example, information related to clothing care could have been included in the form of a programmed lesson utilizing cards with one statement, related question, and answer to previous question on each card. This was considered, and could be developed if response indicates a need.)

APPENDIX B

Title of Materials: Fibers and Fabrics

This is to be completed in addition to the general rating scale form. Please respond to as many of the following statements as you wish.

1. Indicate the vocabulary words which were too difficult for the EMR student.

2. Suggestions for improving or changing the instructional materials in Fibers and Fabrics.

3. Suggestions for improving or changing specific activities:

   A. Fiber and Fabric Word Hunt

   B. Fiber Description Word Hunt

   C. Crossword Puzzle

   D. Word Scramble

   E. "Natural and Man-made Fibers" Booklet

   F. Round-About Fiber and Fabric Wheel

4. How did/would you use these materials.

5. Are there any additional materials that would have added to the usefulness of the Fiber and Fabric Instructional Materials?